

Standardized Testing and Reporting (STAR) Program

Explaining 2005 Internet Reports to the Public

Information for Counties, School Districts, and Schools

August 2005

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See Page 34**

**Prepared by
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Table of Contents

Introduction	1
2005 STAR Program: Key Reporting Dates	3
2005 STAR Program: Tests Taken by Students	4
Facts About the 2005 <i>California Standards Tests (CSTs)</i>	5
Scale Score Ranges for CST Performance Levels (by subject area and grade)	8
Facts About the 2005 <i>California Alternate Performance Assessment (CAPA)</i>	11
Scale Score Ranges for CAPA Performance Levels (by subject area and CAPA level)	13
Overview of Internet Reports	14
Questions and Answers About Internet Reporting	18
Accessing the Internet Reports	19
Sample Internet Reports	21
Appendix	
Research File Downloading Instructions	29
Research File Layout	33
A Chronology of State Testing: 1997–2005	38
Glossary of Terms/Acronyms	40
Web Site Resources	45

Introduction

Reports of the 2005 Standardized Testing and Reporting (STAR) Program results are scheduled to be posted and released to the public on the California Department of Education (CDE) Web site at <http://star.cde.ca.gov/> on Monday, August 15, 2005. These Internet reports will include state, county, school district, and school results of the spring 2005 administration of tests within the STAR Program.

The four components of the STAR Program are as follows:

- The *California Standards Tests (CSTs)*, developed for California public schools to assess state-adopted content standards.
- The *California Alternate Performance Assessment (CAPA)*, developed for California public school students with significant cognitive disabilities who are not able to take the *CSTs* and the *CAT/6 Survey* even with accommodations or modifications.
- The *California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)*, nationally norm-referenced tests that measure the achievement of general academic knowledge and provide national comparisons. (These tests are given in grades three and seven only.)
- The *Spanish Assessment of Basic Education, Second Edition (SABE/2)*, a nationally norm-referenced achievement test of basic skills in Spanish for Spanish-speaking English learners.

More information about the STAR Program tests students took in 2005 is provided on page 4.

The purpose of this packet is to provide information and materials for county offices of education, school districts, and schools to use to (1) access summary results on the Internet and (2) respond to questions from the public as they arise. The packet features an outline of the STAR Program tests taken by students in spring 2005, fact sheets about the *CSTs* and the *CAPA*, an overview of the Internet reports, sample Internet reports, directions for downloading the research files, a glossary of related terms and acronyms, and Web site resources.

Additional material for assisting school district and school administrators responsible for informing the public is available in *The STAR Student Reports: Explaining 2005 Test Results to Parents and Guardians—Assistance for School Districts and Schools* packet posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. This information includes overview brochures of the *CSTs*, the *CST in Writing* for grades four and seven, and the *CAPA*.

STAR Program Reauthorization

Senate Bill 1448, approved by the Legislature and the Governor in August 2004, reauthorized the Standardized Testing and Reporting (STAR) Program with some changes, including:

- The STAR Program was extended through January 1, 2011 in grades three through eleven. STAR Program testing in grade two was extended to the 2006–07 school year (spring 2007 administration).
- The norm-referenced test, currently the *CAT/6 Survey*, was reduced to grades three and seven, beginning with the spring 2005 administration.
- Primary language tests in Spanish that are aligned to the state content standards for English-language arts and mathematics must be developed and/or adopted by the CDE. The first administration of the *Standards-based Tests in Spanish* is scheduled for spring 2007.

2005 STAR Program

Key Reporting Dates

August 2005	<i>The STAR Student Reports: Explaining 2005 Test Results to Parents and Guardians—Assistance for School Districts and Schools</i> posted on the CDE STAR Program Web site.
August 5, 2005	<i>Explaining 2005 Internet Reports to the Public: Information for Counties, School Districts, and Schools</i> posted on the CDE STAR Program Web site.
August 8, 2005	STAR Program and <i>California High School Exit Examination (CAHSEE)</i> result sites open to school districts for review.
August 10, 2005	<i>Media Briefing Packet</i> posted on the Internet.
August 11, 2005	Media briefing on 2005 STAR Program and <i>CAHSEE</i> results held for media.
August 12, 2005	STAR Program and <i>CAHSEE</i> result sites open for the media (with embargo).
August 15, 2005	State Superintendent of Public Instruction holds news conference and teleconference held for the media. News release on 2005 STAR Program and <i>CAHSEE</i> results distributed to the media, school districts, and county offices of education. Preliminary STAR Program results for schools, school districts, counties, and the state posted on the Internet (will include only schools and school districts that completed testing and submitted tests for scoring by July 1).
September 2005	Complete preliminary STAR Program results posted on the Internet, including schools and school districts that completed testing by July 30.
December 2005	Final STAR Program results posted on the Internet, including demographic data corrections that school districts made after the August and September 2005 Internet postings.

2005 STAR Program

Tests Taken by Students

Test	Grade									
	2	3	4	5	6	7	8	9	10	11
California Standards Tests (CSTs)										
English-Language Arts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓	✓*	✓*	✓*	✓*
History-Social Science							✓		✓	✓
Science				✓				✓*	✓*	✓*
California Alternate Performance Assessment (CAPA)**										
English-Language Arts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)										
Reading/Language		✓				✓				
Spelling		✓				✓				
Mathematics		✓				✓				
Spanish Assessment of Basic Education, Second Edition (SABE/2)***										
Reading/Language	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spelling	✓	✓	✓	✓	✓	✓	✓			
Mathematics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Word Analysis	✓	✓								

✓ Tests required for all students taking the tests at this grade level.

* Tests based on course completion.

** The CAPA is taken by students with significant cognitive disabilities who are not able to take the CSTs (and the CAT/6 Survey for grades three and seven) even with accommodations or modifications.

*** The SABE/2 must be taken by Spanish-speaking English learners who are enrolled in a California public school and who have attended a California public or nonpublic school less than 12 months. The SABE/2 is taken in addition to the CSTs and CAT/6 Survey (for grades three and seven).

Facts About the 2005 California Standards Tests (CSTs)

The *California Standards Tests*, or CSTs, are given to students in grades two through eleven as part of the Standardized Testing and Reporting (STAR) Program. The CSTs were developed specifically for California public schools. The purpose of the CSTs is to determine how well students are achieving state-adopted content standards in English-language arts, mathematics, history-social science, and science.

Changes to the CSTs in 2005

There were no changes to the CSTs in 2005, but new science tests required by the federal No Child Left Behind (NCLB) Act of 2001 were field-tested in grades eight and ten. The field-test results will not be reported on any 2005 student or Internet summary reports. These two new tests will be operational in the spring of 2006.

Student Participation

All students who participate in the STAR Program take the CSTs (and, for grades three and seven, the *California Achievement Tests, Sixth Edition Survey* [CAT/6 Survey]) except for those with significant cognitive disabilities. Students with significant cognitive disabilities take the *California Alternate Performance Assessment* (CAPA), an assessment aligned to a subset of the California content standards in English-language arts and mathematics.

Most students with disabilities and English learners take the CSTs under standard conditions. Others may receive special assistance when taking the CSTs. This assistance takes the

form of test variations, accommodations, or modifications. A complete list of the allowable accommodations and modifications for students with disabilities and test variations for English learners is outlined in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/>.

Test Content

All of the CSTs are aligned to state content standards. The CSTs are given at specific grade levels and subject areas or for specific courses. Students take two, three, or four CSTs depending on their grade level or course enrollment. Subject areas tested by the CSTs at each grade level in 2005 were as follows:

- Grades two, three, four, six, and seven
 - English-language arts*
 - Mathematics
- Grade five
 - English-language arts
 - Mathematics
 - Science
- Grade eight
 - English-language arts
 - Mathematics (end-of-course tests)
 - History-social science
- Grade nine
 - English-language arts
 - Mathematics (end-of-course tests)
 - Science (end-of-course tests)

*Students in grades four and seven also completed a writing task as part of the CST in English-Language Arts.

- Grades ten and eleven
 - English-language arts
 - Mathematics (end-of-course tests)
 - History-social science
 - Science (end-of-course tests)

Many CSTs cover content standards for one grade-level subject area or one course. Two CSTs that cover content standards for more than one grade level are as follows:

- The *Grade Five Science CST* covers science content standards for grades four and five.
- The *Grade Eight History-Social Science CST* covers history-social science content standards for grades six, seven, and eight.

There are eight end-of-course CSTs in mathematics. Students in grades eight through eleven take an end-of-course CST in mathematics according to the following guidelines:

- The *General Mathematics CST* is for students in grades eight and nine who are not enrolled in or completing a standards-based mathematics course designated for these grades. For example, grade eight students who are completing the first year of a two-year Algebra I sequence take the *General Mathematics CST*. The *General Mathematics CST* is based on content standards for grades six and seven.
- The *CSTs in Algebra I, Geometry, or Algebra II* are for students in grades eight through eleven who are completing the respective mathematics course. These CSTs are based on the content standards for Algebra I, Geometry, or Algebra II, respectively.
- The *CSTs in Integrated Mathematics 1, Integrated Mathematics 2, or Integrated Mathematics 3* are for students in grades eight through eleven who are completing the respective integrated mathematics course. These CSTs are based on selected

combinations of content standards from Algebra I, Geometry, and Algebra II.

- The *Summative High School Mathematics CST* is for the following two categories of students:
 - Students in grades nine and ten who completed Algebra II or Integrated Mathematics 3 during a previous school year. These students will take the *Summative High School Mathematics CST* each year through grade eleven.
 - Students in grade eleven who completed Algebra II or Integrated Mathematics 3 any time prior to the beginning of STAR Program testing. This includes students in grade eleven who are taking higher mathematics courses or no mathematics courses.

There are a total of eight end-of-course CSTs in science. There are four end-of-course CSTs in science that are based on the content standards for earth science, biology, chemistry, and physics respectively. In addition, there are four end-of-course CSTs for integrated/coordinated science that are based on selected combinations of the content standards for earth science, biology, chemistry, and physics. Only students completing a standards-based science course take a CST in science.

The CST blueprints, or documents that show the specific standards tested on each CST, are available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>.

Released CST questions from previous administrations have been posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. These released questions are to be used in conjunction with the *Guidelines on Academic Preparation for State Assessments*. These guidelines are posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sa>.

Question Format

Questions for all of the CSTs, except for the writing tasks in grades four and seven, are in a multiple-choice format. Students are presented with a question and asked to select the correct answer from four possible choices. Students mark their answer choices in the test booklet for grades two and three and on an answer document for grades four through eleven. All multiple-choice questions are machine scored.

For the *CST in English-Language Arts*, students in grades four and seven respond to multiple-choice questions and write an essay in response to a writing task or prompt. The score on the writing task is combined with the results of the multiple-choice questions to produce the total English-language arts score and performance level.

Writing Tasks

The writing tasks in grades four and seven address the writing applications strand from the state content standards in English-language arts.

In grade four, students are required to produce one of three types of writing: narratives (stories), summaries, or responses to literature. In grade seven, students are required to produce one of four types of writing: fictional narratives, persuasive essays or letters, summaries, or responses to literature. In the spring 2005, students in grade four were required to write a narrative (story). Students in grade seven were required to write a fictional narrative.

The student responses to the writing tasks were scored using a four-point holistic rubric or scoring guide, with four being the highest score. The criteria in the rubric were derived from the content standards for the English-language arts strands of writing applications, writing strategies, and written conventions.

Additional information about the writing tasks is available in teacher guides for grades four and seven at <http://www.cde.ca.gov/ta/tg/sr/resources.asp> on the Internet. These guides include sample writing tasks with student work and teacher commentaries about the work as well as the rubrics used to score student writing.

Reporting CST Results

Individual student and summary results on the CSTs are reported according to the performance levels approved by the State Board of Education (SBE). These levels establish the cut points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular performance level. The five performance levels designated for reporting CST results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient level.

CST results also are reported as scale scores between 150 and 600. The SBE set 350 as the minimum scale score for the proficient level on the CSTs. The scale score ranges corresponding to each performance level for all subject areas and grade levels on the CSTs do not change from year to year (see pages 8 through 10).

Internet summary CST results are reported for schools, school districts, counties, and the state on the CDE Web site at <http://star.cde.ca.gov/>. CST scores are used, with results of other state tests, to meet state and federal accountability requirements.

More Information

Additional information about the STAR Program and the CSTs is available from the STAR Program Web site at <http://www.cde.ca.gov/ta/tg/sr/> or by contacting the STAR Office at STAR@cde.ca.gov or (916) 445-8765.

2005 STAR Program

Scale Score Ranges for CST Performance Levels

(by subject area and grade)

English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–261	262–299	300–349	350–401	402–600
3	150–258	259–299	300–349	350–401	402–600
4	150–268	269–299	300–349	350–392	393–600
5	150–270	271–299	300–349	350–394	395–600
6	150–267	268–299	300–349	350–393	394–600
7	150–262	263–299	300–349	350–400	401–600
8	150–265	266–299	300–349	350–394	395–600
9	150–264	265–299	300–349	350–396	397–600
10	150–262	263–299	300–349	350–391	392–600
11	150–258	259–299	300–349	350–395	396–600

Mathematics

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–235	236–299	300–349	350–413	414–600
3	150–235	236–299	300–349	350–413	414–600
4	150–244	245–299	300–349	350–400	401–600
5	150–247	248–299	300–349	350–429	430–600
6	150–252	253–299	300–349	350–414	415–600
7	150–256	257–299	300–349	350–413	414–600
General Mathematics*	150–256	257–299	300–349	350–413	414–600
Algebra I	150–252	253–299	300–349	350–427	428–600
Geometry	150–246	247–299	300–349	350–417	418–600
Algebra II	150–256	257–299	300–349	350–415	416–600
Summative High School Mathematics	150–234	235–299	300–349	350–419	420–600
Integrated Mathematics 1	150–248	249–299	300–349	350–424	425–600
Integrated Mathematics 2	150–257	258–299	300–349	350–417	418–600
Integrated Mathematics 3	150–251	252–299	300–349	350–427	428–600

* The *General Mathematics CST* is for students in grades eight and nine who are not enrolled in or completing a standards-based mathematics course designated for these grades. For example, grade eight students who are completing the first year of a two-year Algebra I sequence take the *General Mathematics CST*. The *General Mathematics CST* is based on content standards for grades six and seven.

History-Social Science

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
8 Grade 6–8 Standards	150–270	271–299	300–349	350–395	396–600
10 World History	150–274	275–299	300–349	350–399	400–600
11 United States History	150–269	270–299	300–349	350–400	401–600

Science

Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
5 Grade 4–5 Standards	150–267	268–299	300–349	350–409	410–600
Earth Science	150–276	277–299	300–349	350–392	393–600
Biology	150–275	276–299	300–349	350–393	394–600
Chemistry	150–275	276–299	300–349	350–393	394–600
Physics	150–275	276–299	300–349	350–392	393–600
Integrated/ Coordinated Science 1	150–276	277–299	300–349	350–389	390–600
Integrated/ Coordinated Science 2	150–277	278–299	300–349	350–390	391–600
Integrated/ Coordinated Science 3	150–275	276–299	300–349	350–390	391–600
Integrated/ Coordinated Science 4	150–275	276–299	300–349	350–396	397–600

Facts About the 2005 *California Alternate Performance Assessment (CAPA)*

The *California Alternate Performance Assessment*, or *CAPA*, is a performance assessment for students with significant cognitive disabilities who are unable to take the *California Standards Tests (CSTs)* and the *California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)* even with accommodations or modifications. (The *CAT/6 Survey* is given only in grades three and seven.) The *CAPA* was added to the STAR Program in 2003 to ensure that all California students could participate in statewide assessments.

Student Participation

Special education students with significant cognitive disabilities enrolled in grades two through eleven and special education students between the ages of seven and sixteen in ungraded programs took the *CAPA* in 2005.

CAPA Eligibility

Each student's individualized education program (IEP) team determines if a student takes the *CAPA* and what level of the *CAPA* he or she takes. The *CAPA* has five levels. Most students eligible for the *CAPA* take the level corresponding to their grade placement.

The five *CAPA* levels are as follows:

- Level I — grades two through eleven for students with complex, profound disabilities
- Level II — grades two and three

- Level III — grades four and five
- Level IV — grades six through eight
- Level V — grades nine through eleven

Test Content

For the 2005 administration, students were assessed in English-language arts and mathematics. Students taking the *CAPA* in grades five, eight, and ten also participated in a field test of science performance tasks. The *CAPA* is aligned to a subset of the California content standards that is appropriate for students taking the *CAPA*. The subset of standards identified for the *CAPA* is posted on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/sp/se/sr/cntntstnd.asp>.

Question Format

The *CAPA* is administered individually. The examiner asks the student to perform a task, then observes the performance and records the response according to a specific scoring guide. A certificated or licensed school staff member who has been trained in *CAPA* testing procedures administers the *CAPA*.

Reporting CAPA Results

CAPA reports for the 2005 administration will show how well students performed according to a subset of the California content standards in English-language arts and mathematics. *CAPA* results are reported by performance level for each content area tested. The State Board of

Education established five performance levels for reporting *CAPA* results: advanced, proficient, basic, below basic, and far below basic.

CAPA results also are reported as scale scores between 15 and 60. Scale scores of 35 or higher on the *CAPA* scale are at or above proficient. The scale score ranges corresponding to each performance level for all subject areas and levels on the *CAPA* do not change from year to year (see page 13).

Internet Report Differences

The format of the *CAPA* Internet reports for the state is different from the format for the county, school district, and school reports. The state report includes the percentage of students by grade level and subject area that received scores within each of the five performance levels. The results are reported by grade level for each of the five *CAPA* levels (e.g., grade two

CAPA Level I, grade three *CAPA* Level I, grade two *CAPA* Level II, grade three *CAPA* Level II). The county, school district, and school reports include only the percentage of students that scored at or above proficient for each of the five *CAPA* levels.

Internet summary *CAPA* results are reported for schools, school districts, counties, and the state on the CDE Web site at <http://star.cde.ca.gov/>. *CAPA* scores are used, with results of other state tests, to meet state and federal school accountability requirements.

More Information

Additional information about the STAR Program and the *CAPA* is available from the STAR Program Web site at <http://www.cde.ca.gov/ta/tg/sr/> or by contacting the STAR Office at STAR@cde.ca.gov or (916) 445-8765.

2005 STAR Program

Scale Score Ranges for CAPA Performance Levels

(by subject area and CAPA level)

English-Language Arts

CAPA Level	Performance Level				
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15-25	26-29	30-34	35-45	46-60
II	15-23	24-29	30-34	35-40	41-60
III	15-22	23-29	30-34	35-40	41-60
IV	15-24	25-29	30-34	35-40	41-60
V	15-24	25-29	30-34	35-41	42-60

Mathematics

CAPA Level	Performance Level				
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15-20	21-29	30-34	35-42	43-60
II	15-25	26-29	30-34	35-40	41-60
III	15-24	25-29	30-34	35-42	43-60
IV	15-25	26-29	30-34	35-40	41-60
V	15-26	27-29	30-34	35-40	41-60

Overview of Internet Reports

The 2005 STAR Program Internet summary reports will be accessible through the California Department of Education (CDE) Web site at <http://star.cde.ca.gov/>. This site allows users to access results for the four components of the STAR Program:

- *California Standards Tests (CSTs)*
- *California Alternate Performance Assessment (CAPA)*
- *California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)*
- *Spanish Assessment of Basic Education, Second Edition (SABE/2)*

The results Web site also provides a link to previous years' STAR Program results (going back to 1998) and other related resources.

In order to view the 2005 STAR Program Internet summary reports, the minimum Web browser requirements are Microsoft Internet Explorer versions 5.5 or above, Netscape Navigator versions 6.x or above, or another browser compatible with these standards.

When the 2005 STAR Program Internet summary results are released, research files that contain the same information provided on the Internet reports will be available in comma-delimited and fixed-width formats. These formats are provided to allow for more complex analyses and customized reporting of the summary data. These files will be available on the CDE Web site at <http://star.cde.ca.gov/star2005/>. Instructions for downloading the research files, a description of the software requirements, and file layouts are available in the Appendix.

Levels and Groups Reported

The Internet summary reports can be viewed for each of the STAR Program tests by the state, county, school district, or school level. In addition, the Internet summary reports for all tests except *SABE/2* can be accessed for "All Students" and the following groups, incorporating over 40 demographic subgroups:

- (Students with) Disabilities
- Economic Status
- English-Language Fluency

- Ethnicity
- Gender
- Special Program Participation (e.g., Title 1, Gifted and Talented, English Learner in ELD)
- Parent Education

The groups and subgroups for the *SABE/2* results are found on <http://www2.ctb.com/SABE2STAR/>.

Grade Levels and Subject Areas/Courses Reported

The Internet reports display summary results organized by grade level and subject area and/or course. Specifically the Internet reports will:

- Include *CST* grade-level results for:
 - English-language arts (grades two through eleven)
 - Mathematics (grades two through seven)
 - History-social science (grade eight)
 - Science (grade five)
- For grades eight through eleven, include *CST* results in mathematics for:
 - General Mathematics (grades eight and nine)
 - Algebra I
 - Geometry
 - Algebra II
 - Summative High School Mathematics
 - Integrated Mathematics 1, 2, and 3
- For grades ten and eleven, include *CST* results in history-social science for:
 - World History (grade ten)
 - U.S. History (grade eleven)
- For grades nine through eleven, include *CST* results in science for:
 - Biology
 - Earth Science
 - Chemistry
 - Physics
 - Integrated/Coordinated Science 1, 2, 3, and 4
- Include *CAT/6 Survey* results for:
 - Reading, language, spelling, and mathematics (grades three and seven only)

- Include *CAPA* results for:
 - English-language arts
 - Mathematics
- Include *SABE/2* results for:
 - Reading, language, and mathematics (grades two through eleven)
 - Spelling grades (two through eight)

Types of Scores Reported

The STAR Program Internet reports will display results for each test by the following types of scores:

- ***CSTs***
 - Number of students tested for each test and grade
 - Percentage of enrolled students who were tested
 - Mean scale score
 - Percentage of students scoring at each performance level
- ***CAPA***
 - Number of students tested for each test level and grade (state report only)
 - Number of students tested for each test level (county, school district, and school reports)
 - Mean scale score
 - Percentage of students scoring at each performance level (state report only)
 - Percentage of students scoring at or above proficient (county, school district, and school reports)
- ***CAT/6 Survey***
 - Number of students tested
 - National percentile rank (NPR) for an “average” student
 - Percentage of students scoring in the top quarter (above 75th NPR)
 - Percentage of students scoring in the top half (at or above 50th NPR)
 - Percentage of students scoring in top three-quarters (above 25th NPR)
 - Mean scale score
- ***SABE/2***
 - Number of students tested
 - Reference percentile rank for an “average” student
 - Percentage of students scoring in the top quarter (above 75th RP*)
 - Percentage of students scoring in the top half (above 50th RP*)
 - Percentage of students scoring in top three-quarters (above 25th RP*)

* *RP* stands for Reference Percentile (Rank).

Individual Student Results

Individual student results are not reported on the Internet. They are available only to the students' parents and guardians through the schools where the students were tested or are currently enrolled. Further, in order to protect the confidentiality of students, results are not reported for any group of ten or fewer students.

Overview of Internet Reports

Questions and Answers About Internet Reporting

How can the media/public get the 2005 STAR Program results?

The primary source for the 2005 STAR Program summary results is the Internet reports and the research files, which can be accessed as noted in the box below.

Will individual student results be posted on the Internet?

No. Results for individual students are confidential and only are available to the students' parents and guardians. Results for individual students are available only at the schools and school districts where the students were tested.

How will the results for the grades four and seven *California Writing Standards Tests* be reported?

The scores for the writing section of the grades four and seven *California English-Language Arts Standards Tests* are added to the multiple-choice scores for each student to calculate the *California English-Language Arts Standards Test* scale scores and to assign each score to a performance level. There is no separate Internet reporting for the writing section of the test.

Can Internet summary results be compared from year to year?

California Standards Test (CST) results can be compared within the same grade level and subject area. For example, 2005 grade six mathematics results can be compared to 2004 grade six mathematics results. This comparison can be made across years within a school, between schools, or between a school, its school district, county, or the state.

When making comparisons, one can compare the average scale score, the percentage of students scoring at each performance level, or the percentage of students scoring at the proficient or advanced performance levels. Comparisons should not be made between grades or subject areas. For example, grade

six mathematics should not be compared to grade five mathematics or to grade six English-language arts.

More information about comparing results on the 2005 CSTs and *California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)* is available at http://star.cde.ca.gov/star2005help_comparescores.asp.

Can the media/public see the tests that were administered?

No. The tests can be seen only by students who participate in the STAR Program and by legislators and school board members under special circumstances. These security precautions ensure that the tests are fair for all students and that test questions can be used for more than one year.

The California Department of Education (CDE) has released CST questions from previous administrations. These released questions may be viewed on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

How final are the Internet results posted on August 15?

The results posted on the Internet on August 15 are preliminary, until school districts complete their review of the data. Revisions in these results are expected to be made during the fall with the final 2005 results posted in December. Additionally, some school districts do not complete testing until after August 15, and preliminary results for these school districts will not be posted until September 16 or later.

Note:

- The 2005 STAR Program Internet summary reports will be posted at <http://star.cde.ca.gov/>.
- The research files will be posted at <http://star.cde.ca.gov/star2005/>.

Overview of Internet Reports

Accessing the Internet Reports

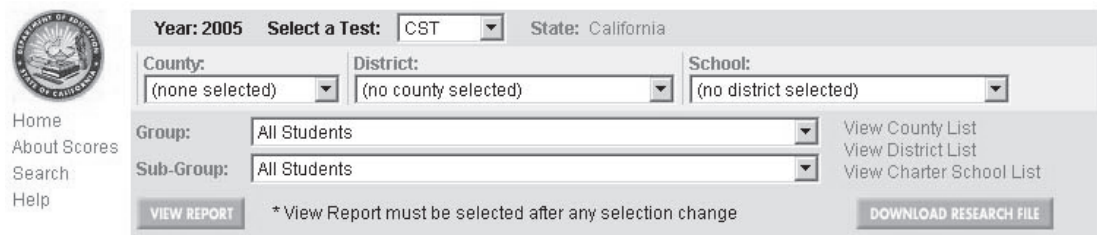
This section provides directions to access STAR Program test results on the CDE Web site. Reports for the state, counties, school districts, and schools and for any tests in the STAR Program can be accessed using the information that follows.

Accessing the CST, CAPA, and CAT/6 Survey Results

To access the 2005 CST, CAPA, and CAT/6 Survey results:

1. Go to <http://star.cde.ca.gov/>.
2. Click on “STAR 2005 Test Results (Schools, District, County and Statewide Summary Results).”
3. Click on “Test Results.”

The following panel will appear in the screen:



On this panel, use the pull-down menus to select the results you want to view.

4. Select the test (CST, CAPA, or CAT/6).
5. Select the level of results (State, County, District, or School). The state-level results are provided if no level is specified. If another level is desired, select the County first, followed by the District, and then the School.
6. Select the Group and Subgroup.

Once you have made your selections, click on “View Report” to see the report. More detailed information about how to use the pull-down menus to find test results is available at http://star.cde.ca.gov/star2004/help_navigating.asp. (After August 15, the Web site is http://star.cde.ca.gov/star2005/help_navigating.asp.)

Any of the STAR Program Internet summary reports for 2005 may be printed by clicking on “Print Report” which appears on the upper and lower right-hand side of the report. More detailed instructions about printing reports are available at http://star.cde.ca.gov/star2004/help_viewscores.asp. (After August 15, the Web site is http://star.cde.ca.gov/star2005/help_viewscores.asp.)

Accessing the *SABE/2* Results

To access the *SABE/2* summary results:

1. Go to <http://star.cde.ca.gov/>.
2. Click on “Spanish Assessment of Basic Education, Second Edition (*SABE/2*).”
3. Follow the directions on the “*SABE/2* STAR Report Site.”

Sample Internet Reports

Sample Internet reports for each test in the STAR Program are provided on pages 21 to 27.

Sample Internet Reports

California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing: x,xxx,xxx
 Total Number Tested: x,xxx,xxx
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: ----
 District Name: ----
 School Name: ----
 CDS Code: 00-00000-0000000

California Standards Test Scores - 2005

Grades

	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	
CST English-Language Arts											
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
CST Mathematics											
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx			
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %				
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x			
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %			
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %			
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %			
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %			
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %			
CST General Mathematics (Grades 6 & 7 Standards)											
Students Tested							xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment							xx.x %	xx.x %			
Mean Scale Score							xxx.x	xxx.x	*	*	xxx.x
% Advanced							xx %	xx %	*	*	xx %
% Proficient							xx %	xx %	*	*	xx %
% Basic							xx %	xx %	*	*	xx %
% Below Basic							xx %	xx %	*	*	xx %
% Far Below Basic							xx %	xx %	*	*	xx %
CST Algebra I											
Students Tested							xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment							xx.x %	xx.x %	xx.x %	xx.x %	
Mean Scale Score							xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced							xx %	xx %	xx %	xx %	xx %
% Proficient							xx %	xx %	xx %	xx %	xx %
% Basic							xx %	xx %	xx %	xx %	xx %
% Below Basic							xx %	xx %	xx %	xx %	xx %
% Far Below Basic							xx %	xx %	xx %	xx %	xx %
CST Integrated Math 1											
Students Tested							xxxxx	xxxxx	xxxxx	xxxxx	xxxxx

% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Geometry				
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xxx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Integrated Math 2				
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Algebra II				
Students Tested	xxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Integrated Math 3				
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Summative High School Mathematics (Grades 9-11)				
Students Tested	xxxxx	xxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST History - Social Science Grade 8 Cumulative				
Students Tested	xxxxxx			
% of Enrollment	xx.x %			
Mean Scale Score	xxx.x			
% Advanced	xx %			
% Proficient	xx %			
% Basic	xx %			
% Below Basic	xx %			

% Far Below Basic		xx %			
CST World History					
Students Tested		xxxxxx			
% of Enrollment		xx.x %			
Mean Scale Score		xxx.x			
% Advanced		xx %			
% Proficient		xx %			
% Basic		xx %			
% Below Basic		xx %			
% Far Below Basic		xx %			
CST U.S. History					
Students Tested		xxxxxx			
% of Enrollment		xx.x %			
Mean Scale Score		xxx.x			
% Advanced		xx %			
% Proficient		xx %			
% Basic		xx %			
% Below Basic		xx %			
% Far Below Basic		xx %			
CST Science					
Students Tested		xxxxxx			
% of Enrollment		xx.x %			
Mean Scale Score		xxx.x			
% Advanced		xx %			
% Proficient		xx %			
% Basic		xx %			
% Below Basic		xx %			
% Far Below Basic		xx %			
CST Biology/Life Sciences					
Students Tested		xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment		xx.x %	xx.x %	xx.x %	
Mean Scale Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
CST Chemistry					
Students Tested		xxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment		xx.x %	xx.x %	xx.x %	
Mean Scale Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
CST Earth Science					
Students Tested		xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment		xx.x %	xx.x %	xx.x %	
Mean Scale Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %
% Proficient		xx %	xx %	xx %	xx %
% Basic		xx %	xx %	xx %	xx %
% Below Basic		xx %	xx %	xx %	xx %
% Far Below Basic		xx %	xx %	xx %	xx %
CST Physics					
Students Tested		xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment		xx.x %	xx.x %	xx.x %	
Mean Scale Score		xxx.x	xxx.x	xxx.x	xxx.x
% Advanced		xx %	xx %	xx %	xx %

% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Integrated/Coordinated Science 1				
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Integrated/Coordinated Science 2				
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Integrated/Coordinated Science 3				
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %
CST Integrated/Coordinated Science 4				
Students Tested	xxxxx	xxxxx	xxxxx	xxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %

Sample State Report

California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing: X,XXX,XXX
 Total Number Tested: X,XXX,XXX
 Total Number Tested in Selected Subgroup: X,XXX,XXX

County Name:
 District Name:
 School Name:
 CDS Code: 00-00000-0000000

California Alternate Performance Assessment Scores - 2005

Total Number Tested in CAPA: XX,XXX
 Percent Tested: (X,XXX / X,XXX,XXX) XX.XX %

Level I
Grades

	2	3	4	5	6	7	8	9	10	11
CAPA English-Language Arts										
Students Tested	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
Mean Scaled Score	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X
% Advanced	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
CAPA Mathematics										
Students Tested	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
Mean Scaled Score	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X
% Advanced	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %

Level II

Level III

Level IV

Level V

	Grades		Grades		Grades			Grades		
	2	3	4	5	6	7	8	9	10	11
CAPA English-Language Arts										
Students Tested	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
Mean Scaled Score	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X
% Advanced	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
CAPA Mathematics										
Students Tested	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
Mean Scaled Score	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X	XX.X
% Advanced	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %	XX %

California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing: x,xxx,xxx
 Total Number Tested: x,xxx,xxx
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: ----
 District Name: ----
 School Name: ----
 CDS Code: 00-00000-0000000

CAT/6 Survey Test Scores - 2005

Grades

	2	3	4	5	6	7	8	9	10	11
Reported Enrollment		xxxxxx				xxxxxx				
CAT/6 Reading										
Students Tested		xxxxxx				xxxxxx				
NPR for "Avg." Student Score		xx				xx				
% Scoring Above 75th NPR		xx %				xx %				
% Scoring At or Above 50th NPR		xx %				xx %				
% Scoring Above 25th NPR		xx %				xx %				
Mean Scale Score		xxx.x				xxx.x				
CAT/6 Language										
Students Tested		xxxxxx				xxxxxx				
NPR for "Avg." Student Score		xx				xx				
% Scoring Above 75th NPR		xx %				xx %				
% Scoring At or Above 50th NPR		xx %				xx %				
% Scoring Above 25th NPR		xx %				xx %				
Mean Scale Score		xxx.x				xxx.x				
CAT/6 Mathematics										
Students Tested		xxxxxx				xxxxxx				
NPR for "Avg." Student Score		xx				xx				
% Scoring Above 75th NPR		xx %				xx %				
% Scoring At or Above 50th NPR		xx %				xx %				
% Scoring Above 25th NPR		xx %				xx %				
Mean Scale Score		xxx.x				xxx.x				
CAT/6 Spelling										
Students Tested		xxxxxx				xxxxxx				
NPR for "Avg." Student Score		xx				xx				
% Scoring Above 75th NPR		xx %				xx %				
% Scoring At or Above 50th NPR		xx %				xx %				
% Scoring Above 25th NPR		xx %				xx %				
Mean Scale Score		xxx.x				xxx.x				

Sample SABE/2 Summary Report

The California State Summary Report
Spring 2005

SABE/2 STAR State Summary Report for All Student
(Note: All data exclude Special Accommodations students.)

Total Number Tested: nnn,nnn
Data uploaded on August 15, 2005

	2	3	4	5	6	7	8	9	10	11
Total Reading	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
Total Mathematics	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
Total Language	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
Total Spelling	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										

1. RPR stands for Reference Percentile Rank.
2. The RPR is based on the Mean Reference Normal Curve Equivalent (MRNCE) score for each group.

Appendix

Research File Downloading Instructions

Research File Layout

A Chronology of State Testing: 1997–2005

Glossary of Terms/Acronymns

Web Site Resources

Research File Downloading Instructions

Downloading the CST, CAPA, and CAT/6 Survey Research Data File

Please note that using the research files provided at this site requires expertise in the management of large data files. These files can range from 1MB to 90MB and more and take many hours to download if using a 56kb modem.

Many of the school district and county research files are too large for spreadsheet applications such as MS Excel and Lotus. Database applications like MS Access, SAS, or SPSS will be required to fully manage these research files.

For each entity (school, school district, county, or state), there are on average 900 records. Each record represents a different combination of demographic subgroups, grade levels, and test types. With so many records per entity, it is critical that the desired combination of characteristics is accurately selected.

Copying individual report pages into a spreadsheet application is possible if the target computer is using the most current operating systems and spreadsheet application versions.

Selecting a Research File

The research files contain the aggregate score data for the CSTs, the CAPA, and the CAT/6 Survey. The research files are available in two formats: fixed-width and comma-delimited. A statewide research file containing the state, county, school district, and school data for "All Students" (no demographic subgroup data) will be available in both formats. In addition, a similar statewide research file containing the data for "All Subgroups" is available in both formats.

Files also can be downloaded for any single county or school district. These files contain all data (all subgroups and tests) for all entities comprising the selected entity. For example, if a school district file is selected, the data for all schools in that school district will be included in the file. The research files are comma-delimited and zipped to allow easier download and file import management. "School only" files are not available.

The 2005 Entities File contains all school, school district, and county names. This file must be merged with the research file to join these entity names with the appropriate score data. A database program such as MS Access is most appropriate for this purpose.

Research File Formats, Layouts, and Lookup Tables

Research file layouts and value lookup tables are available at <http://star.cde.ca.gov/star2005/research.fixfileformat.asp>.

The Research File Layout link provides the following information:

- Type Legend – data format of individual data fields
- Entities File – layout of entity file data fields
- Test Data File – layout of test data file data fields
- Table A – demographic subgroup listing
- Table B – grade listing
- Table C – test name listing
- Table D – CAPA levels and corresponding grade spans

Users of comma-delimited research files will find these layouts useful in confirming the sequence of elements as well as value lookup. Users may view and/or download any of the layouts and tables.

Also available from the Research File Layout page are two additional comma-delimited lookup files:

- Tests ID/Name Lookup Table – This table identifies subject test names and IDs for each CST, CAT/6 Survey, and CAPA test.
- Subgroup ID/Name Lookup Table – This table identifies each of the demographic subgroups and IDs reported in the STAR Program results.

Both of these lookup tables are useful when associating test and subgroup IDs and names with codes in the comma-delimited or fixed-width files.

A database “shell” is another alternative provided at this site. Once downloaded to the target computer, this application provides a powerful school, school district, CDS, and ZIP code search capability as well as a formatted report containing all the data for the selected entity. This MS Access 2000 shell contains all entity data and is designed to import any of the selected state, county, or school district comma delimited files. MS Access 2000 must already be installed on your computer.

Compression Software Requirements

Research files downloaded from this site are compressed. If uncompression software is not already installed on the target computers, it is available at the following locations:

- For PC Users – Use uncompression software such as WinZip (An evaluation copy of WinZip is available at no cost at <http://www.winzip.com>.)
- For Mac Users – Use uncompression software such as StuffIt Expander (StuffIt Expander is available at no cost from Aladdin Systems at <http://www.aladdinsys.com/expander/>.)

Instructions for Downloading Data Files

1. Go to <http://star.cde.ca.gov>.
2. Click on “STAR 2005 Test Results.”
3. Click on “Research Files.”
4. Click on “Research Download File Instructions, Formats, File Layout, and Usage.”

Getting Accurate Results from the Research Files

Whether working with the fixed-width, comma-delimited, or MS Access 2000 research files, achieving accurate results requires an understanding of the structure and content of the two primary tables: the entities and the test data tables. The research files have many rows for each entity. There are records for each combination of 11 grades (includes end-of-course as a grade), 29 tests, and 54 subgroups. This means that there are hundreds to thousands of records for each entity, with an average of approximately 900 records. In order to work correctly with the data, you must use constraints to limit the data you are reporting. These constraints are discussed in “Research Download File Instructions, Formats, File Layout, and Usage.”

Providing accurate and meaningful reports from the research files generally requires working with multiple data tables and an understanding of “relational” data tables and their manipulations.

Downloading *SABE/2* Research Data File

Research files for the *SABE/2* are available in a variety of formats, depending on the type of system that you use (Windows or Macintosh) and record formats (fixed-length or tab-delimited ASCII).

1. Check your application software manuals to verify which record format best suits your needs.
2. From the STAR Test Results page (<http://star.cde.ca.gov>), select “Spanish Assessment of Basic Education, Second Edition (*SABE/2*).”
3. On the left sidebar, select “Resources.”
4. Click the link for the file that corresponds to your system and preferred records format.
5. Click on the Summary level (state, county, district, school) and subgroup (all student, gender, etc.) that meet your needs.
6. Follow the directions to save the selected file to your computer.

Windows formatted files have been compressed using the ZIP format commonly used on DOS and Windows based computers, denoted by the “zip” extension to the file name. These are self-extracting zip files.

Macintosh formatted files are encoded using the Binhex format for transmission over the Internet. These files have also been compressed using the Stuffit format, denoted by the “sit” extension to the file name. Once you have downloaded the file in this format, it must be decoded. Stuffit Expander is included with many Web browsers and will decode files once they are downloaded.

7. Follow the directions in your application software manuals to open the file in your database, spreadsheet, or other program.
8. A description of the format of the fixed-length or tab-delimited ASCII *SABE/2* research files is on page 37.

Research File Layout

2005 STAR Program Fixed-Length ASCII Files Record Definitions

The data layout for the 2005 fixed-length ASCII file can be accessed at <http://star.cde.ca.gov>. This page includes a number of additional tables that identify the subgroups, grades, CAPA level, and test names.

A	Alphanumeric text (letters and numbers allowed)
N	Number (numbers only)
SA	Alphanumeric with left-filled spaces
AS	Alphanumeric with right-filled spaces
ZA	Alphanumeric with left-filled zeroes
AZ	Alphanumeric with right-filled zeroes
ZN	Numeric with left-filled zeroes
NZ	Numeric with right-filled zeroes
SN	Numeric with left-filled spaces
4Y	4-digit year

Entities File				
The file created is comprised of state, all tested counties, districts, and schools in California				
Data	Type	Length	Start Position	End Position
County Code	ZN	2	1	2
District Code	ZN	5	3	7
School Code	ZN	7	8	14
Charter Number	ZN	4	15	18
Test Year	ZN	4	19	22
Type ID '04' = State '05' = County '06' = District '07' = School '09' = Independent Charter School '10' = Dependent Charter School	ZN	2	23	24
County Name	SA	50	25	74
District Name	SA	50	75	124
School Name	SA	50	125	174
Zip Code	ZN	5	175	179

Test Data File				
Data/Column Heading	Type	Length	Start Position	End Position
County Code	ZA	2	1	2
District Code	ZA	5	3	7
School Code	ZA	7	8	14
Charter Number	ZA	4	15	18
Test Year - '2005'	4Y	4	19	22
Subgroup ID (Detailed listing provided Below – Table A)	ZN	3	23	25
Test Type *CST = 'C' *CAPA = 'P' *CAT/6 = 'N'	A	1	26	26
CAPA Assessment Level (Table D)	N	1	27	27
Total STAR Enrollment	SN	7	28	34
Total Tested at Entity Level	SN	7	35	41
Total Tested at Subgroup Level	SN	7	42	48
Grade (values 02 – 13) - Table B	ZN	2	49	50
Test ID (Detailed listing provided below – Table C)	ZN	2	51	52
STAR Reported Enrollment/CAPA Eligible	SN	7	53	59
Students Tested	SN	7	60	66
Percent Tested	SN	5	67	71
Mean Scale Score	SN	5(999.9)	72	76
CST/CAPA Percentage Advanced	SN	3	77	79
CST/CAPA Percentage Proficient	SN	3	80	82
CST/CAPA Percentage At or Above Proficient	SN	3	83	85
CST/CAPA Percentage Basic	SN	3	86	88
CST/CAPA Percentage Below Basic	SN	3	89	91
CST/CAPA Percentage Far Below Basic	SN	3	92	94
Mean PR (NPR for Average Student Score)	SN	3	95	97
PAC75 (Percent Scoring above 75th NPR)	SN	3	98	100
PAC50 (Percent Scoring at or above 50th NPR)	SN	3	101	103
PAC25 (Percent Scoring above 25th NPR)	SN	3	104	106

* Note: Data will be blank if it is not applicable to that test.

Table A – Subgroup ID	
Subgroups	SubGroup ID
All Students	1
Gender	
Males	3
Females	4
English-Language Fluency	
Fluent-English Proficient and English Only	6
Initially Fluent-English Proficient (I-FEP)	7
Redesignated Fluent-English Proficient (R-FEP)	8
English Only	180
English Learner	160
English Learners Enrolled in CA Public Schools Less than 12 Months	120
English Learners Enrolled in CA Public Schools 12 Months or More	142
Economic Status	
Economically Disadvantaged	31
Non-Economically Disadvantaged	111
Students with Disabilities	
Students with Disability	128
Students with No Reported Disability	99
Ethnicity	
African American	74
American Indian or Alaska Native	75
Filipino	77
Hispanic or Latino	78
White (not Hispanic)	80
Asian	76
Chinese	129
Japanese	130

Korean	131
Vietnamese	132
Asian Indian	133
Laotian	134
Cambodian	135
Other Asian	136
Pacific Islander	79
Native Hawaiian	137
Guamanian	138
Samoan	139
Tahitian	140
Other Pacific Islander	141
Delined to State	999
Parent Education	
Not a High School Graduate	90
High School Graduate	91
Some College (Includes AA Degree)	92
College Graduate	93
Graduate School/Post Graduate	94
Parent Education -- Declined to State	121
Special Program Participation	
Class Size Reduction Option 1	24
Class Size Reduction Option 2	25
Migrant Education	28
Indian Education	29
Gifted and Talented	30
ESEA Title 1 School wide	146
ESEA Title 1 Targeted	147
English Learner in ELD	108
English Learner in ELD and SDAIE	165
English Learner in ELD and SDAIE with Primary Language Support	166
English Learner in ELD and Academic Subjects with Primary Language Support	167
English Learner Program – other	170
English Learner Program – none	171

Table B - Grade	
Grade	Description
02	2nd Grade
03	3rd Grade
04	4th Grade
05	5th Grade
06	6th Grade
07	7th Grade
08	8th Grade
09	9th Grade
10	10th Grade
11	11th Grade
12	12th Grade
13	End of Course

Table D – CAPA Levels	
CAPA Level	Corresponding Grade-Spans
Level 1	Students in grades 2 – 11 (those with the most complex/profound disabilities)
Level II	Students in grades 2 and 3
Level III	Students in grades 4 and 5
Level IV	Students in grades 6 – 8
Level V	Students in grades 9 – 11

Table C -Tests	
Test ID	Test Name
01	CAT/6 Reading
02	CAT/6 Mathematics
03	CAT/6 Language
04	CAT/6 Spelling
05	CAT/6 Science
07	CST English-Language Arts
08	CST Mathematics
09	CST Algebra I
10	CST Integrated Math 1
11	CST Geometry
12	CST Integrated Math 2
13	CST Algebra II
14	CST Integrated Math 3
15	CST High School (Summative) Mathematics (Grade 9-11)
18	CST World History
19	CST U.S. History
20	CST Biology/Life Sciences
21	CST Chemistry
22	CST Earth Science
23	CST Physics
24	CST Integrated/Coordinated Science 1
25	CST Integrated/Coordinated Science 2
26	CST Integrated/Coordinated Science 3
27	CST Integrated/Coordinated Science 4
28	CST General Mathematics (Grades 6 & 7 Standards)
29	CST History - Social Science Grade 8 Cumulative
30	CAPA English-Language Arts
31	CAPA Mathematics
32	CST Grade 5 Science

SABE/2 File Layout

Starting Column	Length	Type	Data – NOTE: All data exclude Special Accommodations students.
1	2	ZN	County Code
3	5	ZN	District Code
8	7	ZN	School Code
15	20	T	County Name
35	20	T	District Name
55	20	T	School Name
75	4	4Y	Administration Cycle “2005”
79	1	N	Record Type
			4 = State
			5 = County
			6 = District
			7 = School
80	1	N	Summary Type
			1 = All Students
81	2	ZN	Grade Level
83	5	ZN	Filler
88	2	ZN	Filler
90	6	ZN	Total Number Tested
			Reading Test
96	6	N	Total Number Tested
102	5	T	Filler
107	2	T	RP of Mean RNCE (RP Rank for “average” student score)
109	3	T	Percent Scoring Above the 75th RP
112	3	T	Percent Scoring Above the 50th RP
115	3	T	Percent Above the 25th RP
			Math Test
118	6	N	Total Number Tested
124	5	T	Filler
129	2	T	RP of Mean RNCE (RP Rank for “average” student score)
131	3	T	Percent Scoring Above the 75th RP
134	3	T	Percent Scoring Above the 50th RP
137	3	T	Percent Scoring Above the 25th RP
			Language Test
140	6	N	Total Number Tested
146	5	T	Filler
151	2	T	RP of Mean RNCE (RP Rank for “average” student score)
153	3	T	Percent Scoring Above the 75th RP
156	3	T	Percent Scoring Above the 50th RP
159	3	T	Percent Scoring Above the 25th RP
			Spelling Test (Grades 2–8 only)
162	6	N	Total Number Tested
168	5	T	Filler
173	2	T	RP of Mean RNCE (RP Rank for “average” student score)
175	3	T	Percent Scoring Above the 75th RP
178	3	T	Percent Scoring Above the 50th RP
181	3	T	Percent Scoring Above the 25th RP

A Chronology of State Testing: 1997–2005

- | | |
|---|---|
| <p>1997</p> <ul style="list-style-type: none"> • Senate Bill 376 authorized the Standardized Testing and Reporting (STAR) Program; required testing of all students in English with a State Board of Education (SBE)-approved, nationally normed test in reading, spelling, written expression, and mathematics in grades two through eight; and in reading, writing, mathematics, history-social science, and science in grades nine through eleven; provided funding for testing to school districts; required individual student, school, school district, county, and state results • The SBE designated <i>Stanford Achievement Test, Ninth Edition</i> (<i>Stanford 9</i>) for use in STAR Program • Assembly Bill 748 authorized development of English Language Development (ELD) Standards and the <i>California English Language Development Test (CELDT)</i> for students whose primary language is other than English <p>1998</p> <ul style="list-style-type: none"> • <i>Stanford 9</i> administered <p>1999</p> <ul style="list-style-type: none"> • <i>California Standards Tests (CSTs)</i> in English-language arts and mathematics added to the STAR Program to address state content standards; designated test in Spanish added for limited English proficient (LEP) students • Development of <i>California High School Exit Examination (CAHSEE)</i> authorized by Senate Bill 2X • The SBE adopted ELD Standards • Senate Bill 638 passed to authorize the assessment of English learners | <p>2000</p> <ul style="list-style-type: none"> • California Reading List Number added to reports of STAR Program results • <i>CELDT</i> annual testing window established by the SBE and the State Superintendent of Public Instruction <p>2001</p> <ul style="list-style-type: none"> • <i>CSTs in History-Social Science and Science</i> for grades nine through eleven and <i>CST in Writing</i> for grades four and seven added to the STAR Program • Performance levels designated for <i>CST in English-Language Arts</i> • <i>CAHSEE</i> administered to volunteer grade nine students • First administration of the <i>CELDT</i> • <i>CELDT</i> cut scores adopted by the SBE for five proficiency levels: beginning, early intermediate, intermediate, early advanced, advanced <p>2002</p> <ul style="list-style-type: none"> • <i>CAHSEE</i> administered to all grade ten students • STAR Program reports redesigned to focus on <i>CST</i> results • Performance levels designated for <i>CSTs</i> in mathematics, history-social science, and science • STAR Program reauthorized for 2003–05 • <i>CELDT</i> blueprint redesigned, reducing testing time |
|---|---|

- | | | | |
|------|--|------|---|
| 2003 | <ul style="list-style-type: none"> • <i>CST in History-Social Science</i> at grade nine moved to grade eight • Norm-referenced test for the STAR Program changed from <i>Stanford 9</i> to <i>California Achievement Tests, Sixth Edition Survey</i> (CAT/6 Survey) • <i>California Alternate Performance Assessment</i> (CAPA) added to the STAR Program to assess students with significant cognitive disabilities • <i>CAHSEE</i> administered to all grades ten and eleven students who had not yet passed the examination • <i>CAHSEE</i> graduation requirement postponed to 2006 | | <ul style="list-style-type: none"> • <i>CAHSEE</i> blueprints redesigned, decreasing testing time • <i>CAHSEE</i> administered as grade ten census to students in Class of 2006 • Listening, Speaking sections of the <i>CELD</i>T revised to improve reliability and validity • The SBE adopted regulations allowing the use of specified <i>CST</i> scores to qualify for the Golden State Seal Merit Diploma |
| 2004 | <ul style="list-style-type: none"> • Grade five science <i>CST</i> added to the STAR Program • California State University System augmented grade eleven <i>ELA</i>, <i>Algebra II</i>, and <i>Summative High School Mathematics CSTs</i> to produce information about students' readiness for college • The SBE authorized development of science tests in grades eight and ten to meet requirements of No Child Left Behind (NCLB) Act of 2001 • Senate Bill 1448 passed to reauthorize the STAR Program | 2005 | <ul style="list-style-type: none"> • Science standards tests field-tested for grades eight and ten to meet NCLB requirements • <i>CAPA</i> science tasks field-tested for grades five, eight, and ten • <i>CAHSEE</i> administered as grade ten census to students in the Class of 2007 and to all students in the Class of 2006 who had not passed both parts of the test |

Glossary of Terms/Acronyms

Academic Performance Index (API)

The API is a state requirement under the Public Schools Accountability Act (PSAA) of 1999. The API is a single number that ranges from 200 to 1000 and indicates how well a school performed academically the previous year. A complete explanation of all API criteria is available on the CDE Web site.

Accommodations

Accommodations are variations in the administration of an assessment. Accommodations include variations in scheduling, setting, timing, response mode, presentation format, and others. The term accommodation commonly refers to changes that do not alter in any significant way what the test measures or the comparability of scores. Accommodations are identified in the student's individualized education program (IEP) or Section 504 Plan and should be used regularly during instruction and classroom assessments. A complete list of allowable accommodations is included in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the CDE Web site.

Adequately Yearly Progress (AYP)

AYP is a requirement under the federal No Child Left Behind (NCLB) Act of 2001. Under the NCLB criteria, schools and local educational agencies (i.e., school districts and county offices of education) must annually meet or exceed specified criteria in order to make AYP. A complete explanation of all AYP criteria is available on the CDE Web site.

Blueprints

The blueprints outline the specific content standards tested and the number of questions included for each grade level and subject area or end-of-course *California Standards Test (CST)*. Similar blueprints are also available for each part of the *CAHSEE*.

California High School Exit Examination (CAHSEE)

The *CAHSEE* is a graduation requirement that was first authorized by state law in 1999. Beginning with the graduating Class of 2006, California public school students must pass both parts of the *CAHSEE*, including English-language arts (ELA) and mathematics, to receive a high school diploma. The purpose of the *CAHSEE* is to significantly improve student achievement in

public high schools and to ensure that students who graduate from public high schools can demonstrate grade-level competency in reading, writing, and mathematics. This test is aligned to selected state-adopted content standards in ELA and mathematics.

California Standards Tests (CSTs)

The CSTs are the primary component of the Standardized Testing and Reporting (STAR) Program. These tests were developed exclusively for California's public schools to determine how well students are achieving state-adopted content standards in English-language arts, mathematics, history-social science, and science.

California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)

The CAT/6 Survey, administered in grades three and seven only, is a set of nationally normed-referenced tests that measure the achievement of general academic knowledge and provide national comparisons.

Content Standards

Adopted by the State Board of Education (SBE), state content standards are statements that describe what all students in California public schools should know and be able to do in particular subject areas or courses and grade levels. These standards define for administrators, teachers, parents, guardians, students, and the community what is expected for all students.

Mean Scale Score

A mean scale score, reported for the CSTs, is the arithmetic mean or average of the scale scores for all students who took the grade-level CSTs without modifications. A mean scale score reported for the *California Alternate Performance Assessment (CAPA)* is the arithmetic mean or average of the scale scores for all students who took the CAPA at the relevant grade or CAPA level. A mean scale score for the CAHSEE is the average score of all students who took the English-language arts or mathematics part of the examination on the test date.

Modifications

A modification is a change to the testing conditions, procedures, and/or formatting so that the measurement of the intended construct is no longer valid. A complete list of modifications on the state assessments is included in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the CDE Web site.

National Percentile Rank (NPR)

A national percentile rank is the percentage of scale scores for students in a national sample in the same grade, tested at a comparable time of the school year, that fall below the scale score for the student. For example, if a student scores at the 60th NPR on the *CAT/6 Survey* reading test, this means that the student scored as well as or better than 60 percent of the students in the national sample (norm group).

Norm-Referenced Test (NRT)

An NRT is a test in which individual student or group performance is compared to that of a larger group. Usually the larger group (norm group) is a national sample representing a wide and diverse cross-section of students. The *CAT/6 Survey* and *SABE/2* are NRTs.

Participation Rate

The participation rate is the percentage of students in a particular group or subgroup who took a test compared to the total number within the group or subgroup that could have taken the test.

Performance Levels

Performance levels are ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular achievement level. California has identified five performance levels for reporting individual student and group results of the *CSTs* and the *CAPA*: advanced, proficient, basic, below basic, and far below basic. The SBE set proficient as the target performance level for all California students on the *CSTs* and *CAPA*.

Reference Group Percentile Rank (RPR)

RPR is a reference group percentile rank that is similar to a national percentile rank. Where an NPR compares student achievement to a sample of students selected to represent the nation as a whole, an RPR is used to compare student achievement to a specific reference group. *Spanish Assessment of Basic Education, Second Edition (SABE/2)* uses RPRs that compare each student's scores to the scores of a reference group of Spanish-speaking students in bilingual classes.

Scale Score

The number or percent of questions that students must answer to score at each performance level may change slightly from year to year due to differences in the difficulty levels of the standards-based tests (i.e., *CSTs*, *CAPA*, and *CAHSEE*). Scale scores are used to adjust for these changes and to equate the tests between years. The scale scores for the *CSTs* range between 150 (low) and 600 (high). The *CAPA* scale scores range between 15 (low) to 60 (high). The *CAHSEE* scale scores range between 275 and 450. These scale score ranges do not change from year to year.

Scoring Rubric

Scoring rubrics are guidelines that are used to score the student essays written in response to the writing tasks that are part of the *CST in English-Language Arts* in grades four and seven and the English-language arts part of the *CAHSEE*. The criteria in the rubrics address state writing strategies, writing applications, and written conventions standards that are part of the California English-language arts content standards. Readers use the rubrics to assign a score from 4 (high) to 1 (low) to each student's essay.

Spanish Assessment of Basic Education, Second Edition (SABE/2)

See STAR Program below.

Standards-Based Assessments

Standards-based assessments are developed to be aligned with specific content standards. Results on standards-based assessments are reported based on clearly defined performance categories or levels. Since the interpretation of performance is relative to a criterion or cut score (i.e., a scale score of 350 defines the lower range of proficient), such standards-based assessments support criterion-referenced interpretations. The *CSTs*, *CAPA*, and *CAHSEE* are standards-based assessments.

Standardized Testing and Reporting (STAR) Program

First authorized by law in 1997, the STAR Program is administered annually to measure how well California public school students in grades two through eleven are learning the knowledge and skills of the state-adopted content standards for English-language arts, mathematics, history-social science, and science. The STAR Program for 2005 had four components:

- *California Standards Tests (CSTs)*
- *California Alternate Performance Assessment (CAPA)*
- *California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)*
- *Spanish Assessment of Basic Education, Second Edition (SABE/2)*

Subgroup

A subgroup is a well-defined group of students. For example, the federal No Child Left Behind (NCLB) Act of 2001 identifies specific subgroups of students who must achieve adequate yearly progress. These identified subgroups are race or ethnicity, students with disabilities, limited English proficient, and socioeconomically disadvantaged.

Writing Prompt

A writing prompt is a task that a student is to complete. The prompt includes all pertinent information the student needs to develop or write a response. Writing prompts are included with the *CSTs in English-Language Arts* for grades four and seven and the English-Language Arts part of the *CAHSEE*. Each of these tests includes one writing prompt.

Web Site Resources

Academic Performance Index (API)

<http://www.cde.ca.gov/ta/ac/ap/index.asp>

Adequately Yearly Progress (AYP)

<http://www.cde.ca.gov/ta/ac/ay/index.asp>

California High School Exit Examination (CAHSEE)

<http://www.cde.c.gov/ta/tg/hs/index.asp>

CAHSEE Blueprints

<http://www.cde.ca.gov/ta/tg/hs/admin.asp>

CAHSEE Internet Reports

<http://cahsee.cde.ca.gov/reports.asp>

California Standards Tests (CSTs)

<http://www.cde.ca.gov/ta/tg/sr/>

CST Blueprints

<http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>

CST in Writing

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)

<http://www.cde.ca.gov/ta/tg/sr/>

Content Standards

<http://www.cde.ca.gov/be/st/ss/>

**Matrix of Test Variations, Accommodations, and Modifications
for Administration of California Statewide Assessments**

<http://www.cde.ca.gov/ta/tg/sr/>

Standardized Testing and Reporting (STAR) Program

<http://www.cde.ca.gov/ta/tg/sr/>

2005 STAR Program Internet Summary Reports

<http://star.cde.ca.gov/>

2005 STAR Program Summary Results Research Files

<http://star.cde.ca.gov/star2005/>